

Professional Biography Evaluation Rubric

	Professional	Experienced	Novice	Student
Content	Substantive content showcases professional accomplishments, highlighting the candidate's unique professional contributions , skills, and relevant experiences	Content is clearly related to professional pursuits, but is framed in general ways that do not emphasize what is unique about the candidate	Content is somewhat related to professional pursuits, but does not showcase professionally relevant accomplishments	Content is not related to professional pursuits
Credibility	Provides concrete examples of the candidate's professional qualifications, experiences, and interests	Emphasizes the candidate's professional qualifications and interests in ways that highlight the candidate's professional experience	Focuses on the candidate's professional interests or commitments , but does not adequately address the candidate's professional qualifications or experiences	Emphasizes the candidate's personal history , but only touches on professional qualifications, experiences, and interests
Formatting & Organization	Design elements, font, and layout communicate professionalism, guiding the reader's eye to and through important content	Design elements, font, and layout appear professional, but do not aid the reader's eye in locating or absorbing specific content efficiently	Design elements, font, layout, and organization make it difficult to locate key content	Design elements, font, and/or layout compete for the attention of the reader's eye, distracting it from the content
Interest	Information provided is professionally relevant, appropriate, sparks curiosity, and entices readers to extend invitations to collaborate on professional projects	Information provided is professionally relevant, appropriate, and satisfies readers' natural curiosity	Information provided is professionally relevant and appropriate, but does not satisfy readers' natural curiosity	Information provided seems irrelevant, crosses the boundaries of professionalism , or deters reader from seeking more detail
Perspectives	States the candidate's professional beliefs and values, communicates the WHY behind them with explicit connections to classroom practice	Communicates the WHY behind the candidate's professional beliefs and values	States the candidate's professional beliefs and values, but does not provide any rationale for them	Does not refer to candidate's professional beliefs or values
Photo	High quality photo is consistent with text and reproduces well in black and white	High quality photo, but may be too small, too informal, or otherwise incongruent with the tone of the text	Blurry, distorted, or grainy photo clashes with text and does not reproduce well in black and white	No photo included
Tone	Confident, factual, and personable tone communicates professionalism	Professional tone, but lacks confidence , is overly factual, or seems slightly forced	Reader questions candidate's professionalism because tone is overconfident, stuffy, or too informal	Prideful, exaggerated, or cheesy tone comes across as unprofessional
Writing	Fluid, error-free writing with clear topic sentences, relevant supporting details , and active verbs	Writing is formulaic, but is controlled , relatively error-free, and includes supporting details and active verbs	Choppy, error-filled writing has clear main ideas but lacks supporting details and transitions , and relies heavily on the passive voice	Fragmented, error-filled writing with no controlling topic lacks supporting details, and relies heavily on the passive voice